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BATES STUDENT

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Dean Carignan "communication is difficult."

Deans' Forum:

Student - Dean Communication Poor

By Brad Fuller

In a letter to all students concerning plans for a monthly question and answer session between the Deans and students, Dean Carignan stated that "Communication is difficult, even in a college community as small as our own." At the first of the "Deans' Forums," attended by fifty students last Thursday, this communication problem became the major topic of discussion.

Citing the recent changes in the grade point system, and last year's conversion of Smith Hall into a freshman center as examples, several students complained that the student body was uninformed of the changes until they were instituted. Carignan replied that the RA was informed of the possibility for changes in the grade point system last year, but they provided no input when asked for it by the faculty.

When asked why the new grade point system was instituted, Dean Carignan stated that he felt "the distinction can be made between a plus and a minus." He added that 46 percent of all grades issued at Bates fall in the B- to B+ range, and that under the new system, a more accurate reflection of this large group of grades can be obtained.

According to Carignan, the reason for instituting the new system for the entire student body this semester, instead of just the class of '81, as originally planned, was so that a professor issuing a B+ to both a freshman and sophomore this semester

would not be giving the former a 3.3 and the latter a 3.0.

Another problem with the new grading system which was questioned concerned the fact that students who obtain a C- average under the new system will receive only a 1.7 instead of a 2.0; therefore, these students would fall below the level required to remain at Bates after the sophomore year. However, Dean Carignan commented that the Academic Standing Committee will be "sympathetic and attentive" to students who are affected negatively by the new system.

After clearing up any questions concerning the new grading procedure, the discussion moved back to the problem of administration-student communication. Those present felt that students need much more information on what the faculty and administration are doing than has been provided in the past.

When the Administration was accused of not providing the students with adequate information, Dean Carignan said that it is not the Administration's responsibility to inform the students of

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Bates Pub Can Be Reality

By Brad Fuller
and Jim Gartin

Despite Administration resistance to establishing a pub here at Bates, a Student investigation has shown that such a facility can be a reality. The need for a pub has been discussed in the past, but has come to light again in recent discussion concerning the desirability for some type of "social center" on campus. The concept of a social center was discussed at this year's Sugarloaf Conference, and many see a pub as the way to bring such a concept about. Hopefully the pub would help to improve male-female, student-faculty, and interclass relationships by providing a congenial atmosphere where students, faculty, and administrators

could get to know one another better.

The first step involved would be to receive proper zoning for the facility from the City of Lewiston. The Student has learned that the Administration's interpretation of the zoning regulations as hard to overcome for such a facility, are inaccurate. Bernard Carpenter, Vice President for Business Affairs at the College, stated that he was "not at all optimistic" about the chances of establishing a pub at Bates with the current zoning laws. Mr. Carpenter explained that in the establishment of the recent institutional zone at Bates, the City insisted on a "no pub" addition to the new regulations. Also, he commented that the

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Where is the Yellow House?

By Dave Soley

Bates students of past years will tell you of a large yellow house that stood on the corner of Campus Avenue and Nichols Street. Despite its excellent location as a housing facility, the building has been leveled to make way for a sixteen-car parking lot.

The property had been formerly owned by Florence Dinsmore Pinkham, a 1910 Bates graduate and generous benefactor. When the college purchased the house in 1963 for \$8,000 it was deemed in irreparable condition - rentable to "less desirable" tenants.

Later inspections labeled the structure as both unfit to live in and hazardous. It was finally torn down after Mrs. Pinkham's death last spring.

As to its function as a parking lot, Maintenance Director Albert Johnson claimed, "We need it just as much as we need anything around here." No official word has yet been cast about who will be allowed to use the quarter acre space. One possibility would be to use it to replace the Chase Hall lot where the annex is now being constructed.

Looking ahead towards the

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FRISBEE FLIGHT: the ultimate

By Dana Forman

The sport of frisbee is alive and well and living at Bates College. On a nice day (which excludes weekends) dozens of the colorful discs dot the campus.

Frisbee has distinct advantages over other sports in that it can be played by almost anybody, anywhere, anytime. Indeed, it is common to see a game of frisbee where the participants are scattered about in all sorts of weird locations.

For those people who prefer a more conventional playing area, many games take place on the various open fields on campus. These fields are ideal for the game of "Ultimate," a kind of razzle-dazzle frisbee football. The more serious players of Ultimate have banded together to form the Bates' Ultimate Frisbee Club. However, Robert Hatch, Director of Club Sports, has refused to

give the club official club status. (Club status would mean some administrative funding along with P.E. credit.) Evidently, Hatch feels that the club would not be able to schedule enough games because there are too few colleges in our league which have officially recognized Ultimate Clubs. There is also confusion as to just when the Ultimate season is.

Still, the hard-core members are sticking together and are scheduled to play Williams this Sunday. The Bates team has even set up a frisbee golf course on campus.

The sport of frisbee is growing fast. In the spring the members plan once again to seek club status. As freshman, Tom Edmondson, president of the Bates' Ultimate Frisbee Club, said, "I can see the day, before I graduate, when frisbee will be an official varsity sport."

For the rest of us, however, who still enjoy a good old-fashioned game of catch, there are certain rules of frisbee etiquette which, until now, have gone unpublished. Unplausible as it may seem, the manner in which you conduct yourself in a game of frisbee is a direct reflection of your character. Therefore, I have set down some helpful guidelines which will not improve your play, but undoubtedly strengthen your character.

FRISBEE ETIQUETTE

1. Upon Making an Errant Toss—During the course of a game of frisbee, it is inevitable that you will make a poor throw, hurtling the elusive disc completely out of range of your target. However, never admit to making a bad throw. Phrases such as: "Sorry about that one," will not be tolerated. Instead, a positive ap-

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Darryl Mayers (left) "milliseconds," after releasing frisbee, as Hedge folks look on. (L - R: Peter Donovan, Joe Phaneuf, Debbie Desrochers, Janice McLean.)



Public Broadcasting Series Washington Week In Review during questions & answers period Monday night in the gym. (L - R: Paul Duke, moderator; political writer Charles Carddry of the Baltimore Post; and columnist Haynes Johnson of the Washington Post.

Student Error

To The Editor:

For the second week in a row the *Student* has omitted an article on the men's varsity cross-country team. It is unfortunate that this should occur since so much time and effort goes into writing these articles. I do not think that this sport should be discriminated against. Although cross-country is primarily esoteric in nature, it is still a varsity team

making news and, therefore, warranting equal coverage as the other fall varsity teams. Although I find these omissions, whether they be due to oversight or disinterest, exasperating, I will continue to write up the results of our meets as had been requested by the *Student's* sports editor. Hopefully something can be done about this situation.

Respectfully yours,
PAUL OPAROWSKI

Is age two the beginning of the end?

Editorial

I am reading a book called *After Pan* which deals through fantasy with a child's fears about growing up. We all know that we are growing up. And we all know after we are two. "Two," Laurie says, "is the beginning of the end."

Growing up may be unpleasant for the duration, but it is finally over and not so bad a thing. Mr. and Mrs. Darling are not unhappy. There may be more reality than fantasy in their lives; but when they have more control over reality than they did when they were children. They have less need for fantasy. Growing up is the movement away from fantasy and into reality. It is uncomfortable at first because we are accustomed to fantasy, malleable to our heart's desires, and at first reality seems strange and stern and out of our control.

We are living now in a time where our attitudes towards each other are growing up. It is a

transitory period yet, an adolescence--where we are neither children playing games nor adults dealing with our differences with indifference and relaxed aplomb. It is both the confusion of our youth and the confusion of our whole society coming together and making an altogether confusing time. We cannot adopt our parents' modes of dealing with 'the other sex' and we are still tremulous about launching into new patterns. Images of what is 'proper' for a girl to do and what is the boy's 'responsibility' fill our minds, even though we claim to be relaxed with each other and liberated from sex-roles.

What I am leading up to is, of course, Sadie. The whole idea of Sadie is a fantasy from way back in infancy when girls, or "Nice girls" anyway, did not ordinarily ask strange boys out on dates. Sadie offered a socially acceptable and socially protected means to this end. Any girl could ask the cute quarterback to a dance just like any boy could ask

the second cheerleader from the left to any dance. It was a way to even things out, but was it solely a girl's fantasy? I think not. Boys liked the easing of their responsibilities for at least one night and the idea of being chased by a half dozen anonymous (and thus beautiful) girls was pleasing.

The key to Sadie, at least at Bates, is the anonymity. Girls call up boys and leave a number. For boys the identity of their date is submerged in the darkest mystery until the fateful night. The anonymity of the girl and the boy's reaction to her true identity becomes the BIG thing, and the idea of getting to know somebody new falls under this shadow. The R.A. Survey indicated that people felt strongly about keeping the present system of call-ups. People wanted this veil.

There are many strange things that happen in tandem with this fantasy night. There is the universal need to get plastered, the common food fight, the bizarre costumes, the pig pots. All these

things indicate tension and the drinking and the dress show a certain desire to alter one's identity. It is as though everyone were saying "This isn't really me." The poor girl then loses her "only chance" to get to know the boy in the front row of her history class. Something is ventured but nothing gained except a greater ambivalence about the relations between the sexes and more confusion about what the proper roles to play are.

Each year increasing numbers of people cry out against the demeaning qualities of Sadie. When it began so many years ago perhaps it was an attempt to bring fantasy into reality. But like much childhood reality, it is distorted. We have grown up beyond the point where Sadie is needed. Girls do ask boys out increasingly--and if they are still shy about it, that is all right. It is a new thing, something that has little precedent. The barriers between men and women begin to break down. People begin to see

each other as people. Sadie does little more in its present form than emphasize the barriers that remain.

Sometimes when I walk down Frye Street late at night, I imagine that I hear footsteps behind me coming closer and closer. The wind whistles through the trees and I pull my coat tight. I start walking more quickly. The mad assailant that follows me in the paths of my mind is the same boogey man that resided in my closet when I was three. I may turn around, see the empty street and laugh at my fears. But I still feel shaken and I do not slow down. The recurrence of that childhood reality has somehow effected my mind. Sadie is like that. It is the remnant of some childish fantasy that no longer fits into reality but is given the power to effect how we think.

BHB

Quodlibet: Behind Door Number Three

By Peter S. Moore

Snappy muzac rises on the set of "Let's Make a Deal." Monty Hall takes his cue from the music and lapses into his on-camera grin. He puts his reassuring arm around your trembling shoulder and says, "Well, Average American, you're our big dealer of the day. If you'll look on down to the trading floor where the lovely Carol Merrill is standing, Johnny Olsen will describe the prizes."

You fix your eyes on the lovely Carol Merrill. She is now standing in front of door number one with an arm poised elegantly in the air, heightening your lust to discover the hidden joys behind her. Johnny Olsen's resonant voice rises in the wings--"To begin

your pleasure, behind door number one we find... (a dramatic pause as the door slides up)... Milky Way Bars!" While Johnny launches on a rapidly delivered description of the candy bar, you sense that the camera is on you (Monty is smiling again) and attempt to look excited about owning four boxes of candy bars. Your smile is reinforced somewhat by the thought that hidden treasures may lie behind the screen of candy bars.

Johnny directs your attention to the next option: "Behind door number two we start with... (another dramatic pause)... kitchen appliances!" The audience applauds and the muzac rises to give some vitality to your latest prospect. Camera 5 blinks its eye

and you find that your smile is becoming more and more like Monty Hall's. Eventually Carol and Johnny complete the meaningless Sears-catalogue description of several useful kitchen items and the long awaited door number three stands before you as a land of dreams.

"And behind door number three... (No dramatic pause this time)... Johnny Olsen is faltering over the words of his text. Confused questioning is heard over the studio monitors and Monty Hall is frowning and grinning at the same time. Eventually door number three rises to reveal a black screen with several figures emblazoned in white: the Greek letters alpha and omega, the mathematical sign for infinity, and a question mark. Not having wholly recaptured his composure, Johnny Olsen obligingly reads the script.

"And behind door number three... (the muzac machine is silenced now, as is the audience. Laughter and clapping can be heard from the adjoining studio where "Jeopardy" is being taped)... take your chances. Here lies any of a number of fates, one of which will be imposed upon you if you choose this door. This could mean an ambassadorship in Morocco; a life of secluded indolence and procreation on an island in the South Pacific; or a slow, painful death after a plane

crash in Northern Ontario. Behind door number three lies the swift dispatchment of a fated event which will determine the length and happiness of your future life."

Carol Merrill gestures awkwardly at the symbols, not knowing what image to project for the deal being offered. Her brilliant smile and fashionable dress lose lustre against the stark black and white background.

Having surmounted the confusion over the unusual description for door number three, the professional jolliness returns to Johnny Olsen's voice and it carries him through the final offer. "And now, Average American, which do you choose, door number one (Carol gestures and smiles, Muzac gestures and smiles), door number two (Carol gestures and winks her eye at you, Muzac winks back), or door number three (Carol gestures and falls from the stage into the front row, breaking her neck; Muzac skips and self-rejects)."

Monty Hall is now smiling viciously in the realization that the studio bosses had finally discovered the ultimate trade or stand-pat dilemma. With the end of Johnny Olsen's delivery of the options, he speaks the words, "Well, big dealer, what'll it be?" and punctuates his sentence by thrusting the microphone into your face. Instead of clapping and

shouting advice, the muted audience turns as a body to await your response. Studio lights glare in your eyes. The blinking light on top of camera 5 says that daytime TV America is anxious for your words. The studio director shouts that only 10 seconds of air time remain. You direct your eyes to the floor and fight with the hem of the grasshopper outfit your spouse forced you to wear. "One, two, or three... one, two, or three..." the numerals surge through your beating mind. "American, your decision?" demands Monty, finally losing his grin. You stare into his eyes and scream "Door one, door one, I'll take door one!"

Snowflakes light gently on your face. You become aware of the cold being general all over your body, except for the left leg, which you have no response from whatsoever. Turning your eyes away from the grey sky, you see the torn fuselage of Central Airlines Flight 634 from New York to Anchorage, Alaska. No movement is possible, you are pinned under the severed wing of the airplane.

"...and this is your host, Monty Hall, saying may all your deals be good deals. Thank you for watching and goodbye from Hollywood U.S.A.!" (The crowd's applause rises at the signal of the stage director. No one ever really chooses door one or two: you've won the big deal of the day.)"

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Sadie Survey: What Students think

432 students responded to the recent R.A. survey concerning the feelings of the campus toward the annual "Sadie" dance. The results:

1. How would you like to see invitations conducted?
Traditional call-ups: 79% males; 79% females; Non-anonymous-written invites w/RSVP or face to face: 21% males; 21% females.

2. How should people be attired for Sadie?
Semi-formal (no jeans): 26% males; 27% females; Traditional fare (anything goes): 74% males; 73% females.

3. What about location?
Chase Hall—Chase Lounge and Skelton: 71% males; 62% females; Gym: 29% males; 38% females.

4. In the past there have been objections to the accepted method of meeting your date for the dance. Therefore: Would you like to see a social in either Fiske or Skelton Lounge before the dance where people could meet each other?
Yes: 49% males; 59% females; No: 51% males; 41% females.

5. If you have a choice of having a BYOB Sadie with C.H.C. pro-

viding mixers or a Cocktail Party type Sadie with a cover charge, which would you choose?
BYOB: 45% males; 40% females; Bar with cover charge: 55% males; 60% females.

Frisbees

proach should be taken, and a quick response of: "You have to be ready for those," is much more appropriate. After all, you are sick and tired of fetching the stupid twirp's bad throws all day long!

2. Upon Asking a Passerby to Retrieve an Errant Toss— Fortunately, you may not have to spend all of your precious energy chasing after off-target throws. Chances are, some stupid clown will be walking near the area where the frisbee has eventually descended. The key here is to be tactful. The reckless shouting of: "Hey! You wanna get that, fella," is simply not appropriate and it serves you right if the passerby thumbs his nose heavenwards and ignores your incessant pleas. Rather, a clever cry of: "C'mon, show us how good that arm of yours is," will almost always yield results. Instantaneously, this sap, and now your

Because of the results of this survey, the R.A. is urging Chase Hall Committee to re-think the way Sadie is run. changes which are suggested include moving the dance from the Gym and having a

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temporary best friend, has broken into an eager, almost lustful stride after the misthrown frisbee. Visions of Carl Yastrzemski firing a strike to home plate have now crept into his brain, and this ego-maniac would like nothing better than to show off his miserable excuse for a throwing arm. However you had better hope another passerby comes along to retrieve this twit's ridiculous throw.

3. Upon Being Hit on the Head by an Off-Course Frisbee— Although you have probably suffered severe contusions of the scalp along with a mild concussion, it is best to first regain your composure, while quickly summing up the reaction of the culprit.

If he seems sincerely apologetic, a firm toss at either the villain's neck or groin area is in order. This will let him know just who he is dealing with.

cocktail party in the Den along with dancing in Chase Hall Lounge. Because a majority of students seem to want to meet their dates in Chase Hall rather than the individual dorms, chang-

ing the traditional meeting arrangement is also under consideration. By press time, decision on the changes will have been made.

However, you may witness the imbecile doubled over in violent convulsions of hysterics, tears streaming down his cheeks, along with a distinct wetness about the crotch. This reaction is not to be tolerated, and it is not considered improper to send the damaging disc careening into the murky depths of Lake Andrews.

4. Upon Hitting a Passing Automobile— The sudden shock and anger of a driver who has had his vehicle violated by a frisbee will almost always cause him to slow down. Sometimes, however, the car will come to a complete stop and the driver will slowly emerge. Unfortunately, this 6' 4", 240 lb. former middle-lineback for the Green Bay Packers would like nothing more than to dismember each and every one of your personal appendages. To avoid the unexpected good fortune of your loved ones cashing in on your life insurance policy, it is

best to remember the following: Palms should be held out, up an open while taking short, retreating steps. During these will gesticulations, the sincerest of apologies along with assertions of your innocence should be uttered outwardly, while inwardly, you should be making your peace with God. As a last resort, it is permissible to issue: "Oh, sweet Lord! Please don't let me kill again."

Most often, however, when a car has been scathed by your frisbee, brake lights will appear but the car will not stop. Instead the tires shall suddenly spin with reckless abandon, and the nauseating stench of burnt rubber will engulf the immediate vicinity. Your emotion should remain unchanged, thus not giving any satisfaction to the moron who is undoubtedly absorbed in his rear-view mirror. The damned coward probably couldn't punch his way out of the paper bag your frisbee came in, anyway.

A look at Lewiston Social Clubs

By Gilbert H. Crawford

If you have been down to the area in Lewiston called "lower Lisbon Street," you will have noticed a large number of establishments known as social clubs. While they are not unique to Lewiston, they do provide an important function in the communities by offering the individual a chance to do some social drinking without being confronted by brawlers, luses and other characters of lower Lisbon Street. Clubs like the "Cavilleres" and the "Lewiston-Auburn Working Man's Club" all have membership dues and in order to become a member, one has to be pledged by a present member and ratified by the organization.

The most illustrious of these social clubs, however, is not located on Lisbon Street, but can be found right off of Bardwell Street. It is a beautifully designed expensive brick structure and comes complete with carpeted floors, a large reading area, smoking area, and an elevator for its three floors. The upper two floors are extremely popular, especially after nine o'clock when the place starts to cook. These two floors offer members many opportunities to socialize.

The membership dues for the Bates Social Club, however, are extremely steep, putting membership in it out of the reach of many locals. Membership, therefore, predominately consists of residents from Massachusetts and Connecticut. If one can afford to join this social club, he will always find a group of interesting

people willing to discuss anything from Bobcats to custer. If you happen to be in the area some evening around nine o'clock, I strongly suggest that you stop in.

However, the management of the Bates Social Club could improve the quality of the enter-

tainment. It has been suggested that a dart board be put in, or that a foosball table could be located on the third floor overlooking the second tier. This would undoubtedly add a great deal to the atmosphere of the social club.

Some of the members have

Pub at Bates?

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possibility would be made more difficult by the fact that the mayor and alderman would have to approve the zoning decision.

However, upon further investigation, *The Student* discovered in an exclusive interview with Ronald P. Lebel, the chairman of the Lewiston Zoning Board, that the zoning process would not have to be approved by the mayor or alderman, or that any such "pub clause" exists in the zoning regulations for the Bates area. According to Commissioner Lebel, under the new institutional zone, a pub may even be interpreted as a "permitted use," not even requiring a zoning board decision.

If city building inspector Charles Buteau determines that a pub is not a "permitted use," the zoning board will then determine whether it falls under the "conditional use" category of the regulations. If a pub does not fall under any "permitted" or "conditional" uses, the board may even be able to grant a variance to the existing laws. Building Inspector Buteau, when asked about the possibility for a pub at Bates, commented that "It is possible."

The location for a pub, as

Carpenter states, "is a whole new problem." Student ideas for sites include the den, a part of the new dining addition, or the former psych lab at 245 College Street. When asked if a part of the new dining facility could house a pub, Carpenter stated, "no."

Examining the three different possibilities for a location, 245 College Street seems to be the most logical. Its present limited use, the ease of converting it at a low cost to the College, and its excellent location, seem to make it an ideal site. Because it is located amid College dorms, the neighborhood noise problem would not exist. It is also a solid structure having few windows. In fact, the location may be less of a noise generator than the typical party or the often noisy trek back from the Blue Goose along College Street.

Once a proper site is determined, funds must be obtained. The Administration seems to feel that establishing a pub would jeopardize the current capital campaign. Although it is questionable that the renovation of an existing structure would draw heavily on either the current capital campaign or the funds of a well-endowed college such as

The whole concept of the present club is that it is the one place in the area where people can meet after nine o'clock and socialize. To build a pub would indeed undermine this hallowed meeting place, and make the library a dull monotonous tomb fit only for studying.

Bates, there are alternative fund raising measures. These alternatives include R.A. allocations or direct student contributions. Even students with expertise in different construction and carpentry skills could be gathered together to complete the task

under the direction of a skilled person hired to supervise.

The concept of a campus pub has proved successful on many college campuses, including the

suggested that an alternate social club called a "pub" could be built for those people who don't want to join the original club. I feel that this idea is contrapositive because it would draw off members who presently frequent the second and third floors of the Bates Social Club.

current renovation of the entire Colby Student Union which houses a pub. With proper coordination between student leaders and the Administration, the steps towards making the pub a reality can be accomplished. However, the initiative must come from the student body; specifically the R.A. Many students recognize the need for a viable social center at Bates—a pub may be able to fulfill this function.

Deans' Forum

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everything that is going on, but instead the RA is given access to the information and it becomes their responsibility to inform the students. They can be aided in this process by *The Student*.

In the opinion of most students present at the forum, both the RA and *The Student* have not served very effectively in the past as communicators of administrative dealings to the student body. Increased student participation and vocalization in both the RA and *The Student* were seen as steps in the right direction for the alleviation of the communication problem.

Another "Deans' Forum" will be scheduled next month at a

different time in order to accommodate students who were not able to attend the first one. Hopefully, the forum can continue successfully and help to partially bridge the communication gap between the Administration and the students.

Parking lot

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future, the site with adjoining properties could be an advantageous place for a needed dormitory or perhaps a "dry sciences" building. So far, no decision as to the land's final destiny has been made.

THE PURPOSE OF LIBERAL ARTS EDUCATION

Theories abound as to what a liberal arts education should provide. The first is that it should provide the grounds and facilities necessary for accumulation of information, gaining of knowledge, and creation of a general understanding of humanity. One way in which colleges try to lead their students to greater understanding and knowledge has been to expose them to the great masters of literature, history, philosophy, etc. Another way is that of creating small, intimate meetings between professors and students - small classes. As time goes on, however, and more students aim toward college, as colleges strive to keep their enrollments high, as the economy dictates few increases in faculty numbers, this pathway is becoming blocked. Colleges are becoming comparable to vast educational department stores, and the old-time relationship between student and teacher is being lost.

Liberal arts colleges believe that their pathways should provide the facilities for the development and training of the intellectual powers and the moral character of the young people who come to it as students. There are many by-products of this development and training. These so-called

by-products of a liberal arts education are considered by some to be one of the central aims of the college. Along the pathway of a college career, one tributary should be that of providing an atmosphere for character building and social development. Some extra-curricular activities are valuable adjuncts to the ordinary work of students. Different activities and organizations develop different aspects of character and abilities that are not developed by studies.

The liberal arts college maintains dual functions. In one of its functions it uses about half of its four years giving future specialists a long head-start on vocational work which is to be completed in the schools of medicine or law, or in the graduate schools of arts and sciences. In this two-year period, it also prepares students for undergraduate professional schools.

Herein lies one contradiction that a four-year liberal arts college does not provide a liberal education in the defined sense of the word. With the exclusion of these two years of specialization, there remain only two years in which students are able to obtain a good foundation of general education. This seems barely possible at best, ridiculous to attempt at worst, since these two

years are one's first years of college and usually serve as a period of adjustment to a new way of life. If a student prefers to obtain an undergraduate degree and proceed directly to employment, he must still meet major and graduation requirements which greatly impede his freedom of choice in obtaining a good, general liberal arts education - his initial purpose in attending the school (supposedly).

The necessity of specialization in college work leads many theorists to believe that liberal education is, in a sense, vocational education; and that it, too, can lead one directly to employment.

The college, in preparing young people for careers, must at all times keep in mind the needs of society, and it usually does so. "The college is an agent of society. It must perform its functions with final regard to the strength, performance and justice of social organization." (Johnston, 1930). This author also feels that liberal arts colleges, aside from education, the leaders of tomorrow, help all students to become more productive in industry and more trustworthy in citizenship and public service. In regard to the college's role in aiding society, it makes two positive contributions:

1. It directs the development of the individual so that he may realize to the full his native powers as a member of the society of mankind;

2. It examines the organization, processes and trends of society in order to supply the leaders and guides who will work out the adjustments necessary from time to time in industry, government, education and religion. (Johnston, 1930)

Note: The question which we must all ask ourselves here at Bates is, "Does Bates live up to these standards of a liberal arts institution?"

THESIS AT BATES:

By Mark Define

Bates remains one of the few New England colleges still requiring an extensive concentrated research paper in one's major field of study as a degree requirement. Although theses are not required in all majors, most Humanities and Social Sciences still have this requirement. In the 1950's and 1960's when many schools began to stray from the

traditional Liberal Arts education inclusive of a thesis, Bates saw the continual merit in such a program and chose to continue it.

The question which arises often on the topic of the thesis is: what purpose do these extensive literary and research accomplishments serve for the student aside from the obvious ones of teaching

him how to deal with crises and how to function on very little sleep as the ominous deadline approaches?

Deans Carignan and Straub are in agreement on the belief that the thesis is an integral part of a Bates education. "The thesis," according to Dean Straub, "serves to strengthen faculty-

A PERSONAL VIEW:

AN HONOR SYSTEM AT BATES?

By Paula Flagg

Although exam week seems distant, concerned students have begun to think about the way we take exams, and how the grading process can be improved. Whenever I think about taking exams, a panicky picture emerges: I'm trying to concentrate while the guy to my right whips through the pages finishing a half an hour early while the professor paces the aisles like an expectant father.

We can't do anything about the guy on the right, but we can do something about the pacing professor: an honor system. With an honor system, the professor would give only instructions for his exam and then would leave. Each student would then be on his honor to work honestly. Afterward, every student would have to attest to the honesty of his exam.

However, after talking with Dean Straub, I found that students would also be required to report anyone they saw cheating. This idea of tattling ruins what could be an excellent system. Personally, I wouldn't tell if I saw someone cheating, particularly if that someone were a friend. Besides, in order to confirm my suspicions, I'd have to waste time

watching him, thus lessening my concentration (and probably my grade). In turn, someone could see my eyes diverted, and the process would become circular.

But if this policing clause were eliminated (and only resurrected for the most blatant cases), an honor system would prove beneficial not only to the students but also to the college itself. Beneficial because, according to Dean Carignan, "it would symbolize something important about the whole process of learning."

At first I didn't understand what Carignan meant by his "important something." In fact, at first glance, I gave it only a cursory consideration until, during a psych assignment, I stumbled upon a pertinent passage from Aronson's *The Social Animal*:

For two centuries, our educational system has been based upon competitiveness and laws of survival. With very few exceptions, we do not teach our kids to love learning--we teach them to strive for high grades. (p. 153)

Therein lies the trouble: an honor system is predicated on a love of learning, of knowledge, while a proctored exam reinforces the importance of a grade. And I don't believe that high grades

and knowledge are necessarily synonymous. Thus, in a sense, an honor system would transfer a student's goal, probably unconsciously, from wanting to understand for the sake of a grade to wanting to understand for the sake of understanding.

But an honor system can only be implemented if we students want it; it cannot be imposed upon us, for its success is dependent solely upon us. It would take a group of persevering students, aware that the results of their efforts would not be immediate, who would raise questions, discuss answers, and stir the student body awake. Only if a majority of students expresses a genuine desire for unproctored exams will an honor system become a reality at Bates.

Can we implement an honor system at Bates as other colleges--Middlebury, Barnard, Notre Dame, Haverford, Wesleyan, John Hopkins, and the universities of California and Virginia--have? Both Deans Carignan and Straub agreed that they would welcome unproctored exams at Bates. As Dean Straub said, "I'm in favor of it if each student takes it seriously, if each student is willing to carry the weight and all the responsibilities involved."

WHAT CAN YOU DO WITH

What is Paul Shlarew, a 1977 graduate, doing this fall? He is a psychiatric aide at the Institute of Living in Hartford, Connecticut

And what does he do? A PA is a member of a team that helps mentally ill people learn to cope with the stresses of everyday living. A PA is a role model, an authority figure, and above all, a human being. In assuming these roles, he/she provides for the patient a structured yet warm and acceptant environment (atmosphere) in which the patient can begin to take on more responsibility for his/her life. The PA takes a patient's medical and psychiatric history upon admission, prepares a care plan after consultation with the patient and other nursing staff, escorts patients to daily activities, and through conversation and observation, maintains a record of the patient's progress. Above all, an Aide is a good listener who can support, empathize and understand and thereby help the patient clarify his feelings and relieve his tensions.

While the psychiatrist is concerned with uncovering through psychotherapy the underlying causes of the patient's difficulties, the PA is concerned with the immediate needs that motivate behavior. He attempts through actions and words to satisfy those needs so that the patient can adopt a more realistic outlook and begin new behaviors that meet

more effectively the demands of his environment.

Sounds like a really bad PR blurb, doesn't it?

Marcus Bruce

By Gil Crawford

I interviewed Marcus Bruce to see what, one of last year's graduates was doing after graduation from Batesian Academia. For those of you who don't know Marcus, and it's inconceivable if you're not a freshman, he graduated last spring as a religion major. While at Bates he headed the Afro-Am. Club, played football and was proctor of Milliken House, no small feat last year.

My next question was whether Marcus found that his religion major was helping him with post graduate employment. Marcus has found his four years of education very useful. Marcus commented that the greatest benefit that he got from his years at Bobcat Land was an ability to deal with people as dynamic individuals. He said that the divergent student body with their different backgrounds, beliefs, and motivations gave him a chance to interact with people he might never have met elsewhere. He went on to add that dealing with people was the major facet of his job in Lane.

I then asked Marcus what he plans to do in the future. He replied that he will be leaving scenic Lewiston for mundane



FROM BACCALAUREATE TO BREADLINE: A CRITIQUE

This week I would like to try something different. I would like to ask the following question: "Is Bates College changing with the times in regards to preparing students for today's job market?" My research is not nearly extensive enough for me to accurately answer this question; therefore, I would like to extract some points from an essay by Everett Ellin entitled, "From Baccalaureate to Breadline: the highly educated unemployed." Prof. Ellin's writings are on colleges, in general. I leave the final decision about Bates' occupational preparation to the individual reader.

By 1980, colleges will be turning out three graduates for every available college-level job. As Prof. Ellin states: "Those who are going on for their diplomas face an uncertain future, rife with the possibility of protracted unemployment or the equally dismal prospect of joining the underemployed." This fact will, undoubtedly, become all too obvious as each of us at Bates prepares to leave Lewiston and begins to seek employment in what has been termed the "real world." It seems that there has not been a large amount of protesting at Bates in the last few years asking

for increased job preparation. Ellin labels this the "quiet before the storm." "The unrest is about to erupt, unleashing student demands for reform in the ways colleges discharge the responsibility of preparing their constituents for useful lives."

Ellin maintains that administrators are too pre-occupied with the failing health of their institutions (due to a drop in enrollment) to focus on the student's job dilemma. Reduced enrollment is one problem that Bates is not faced with, thus eliminating a portion of our administrators' problems and, hopefully, leaving some of their time open to ponder the question raised here.

Many colleges, as well as Bates, seem to have made little major change in curriculum in order to turn out job seekers with qualifications that employers are seeking. Ellin offers many solutions to this problem. He suggests that colleges should develop a forecasting capability and plan logically for the days ahead, asking the question, "How many people with a given set of skills, or a specific body of knowledge, shall we be putting forth into the economy at a certain point in time and within a given geographical area?" It is questionable to what extent this type of question is asked at Bates. Another of Ellin's suggestions, that faculty departments maintain a current inventory of job openings in their area of specialization, is carried out to some extent at Bates. These suggestions will take a few years to develop. In the meantime, colleges should be adding to their staffs. Ellin suggests adding a new breed of counselor - "men and women who have broad experience in the world of work, and can draw from their own backgrounds in imparting to students the techniques for staying alive in the early years of employment." I do not mean to put down the OCC. The function they perform is a useful one; they are extremely willing to help, and they aid students to the best of their abilities with the funds and materials they have at hand.

Ellin makes two excellent points as to how colleges must change, both of which can be applied to Bates. First, curriculum changes must be made in addition to a change in college faculties so that students can be brought into contact with actual work environments. Secondly, "...college teachers must be encouraged, indeed required, to spend part of their time 'off-campus,' at regular intervals, in work roles that parallel the activities for which they presume to train their students." Ellin calls for an "exchange internship" program which involves sending a professor into a non-academic job and having his counterpart take a teaching or counselling assignment on campus. "Then might college teachers be expected to imbue in their students the personal values that maximize career options or enhance the

WHAT PURPOSE DO THEY SERVE?

student interaction; one of the college's main strengths." This faculty aided independent study project facilitates personal independence in the student as well as promoting intellectual curiosity. Most importantly, it gives the individual his first real chance to concentrate his academic efforts on a specific area of his intellectual interest.

tual interest.

The thesis is also essential in the individual student's development and preparation for graduate school. It teaches a student traits of academic self-discipline and accomplishment. The work is primarily independent study with assistance from an advisor whenever requested. The final

achievement of his endeavors is the recording of his independent study work into written form.

The thesis requirement also aids Bates students in getting into graduate schools. Dean Carrigan feels that the honors thesis especially has aided the college in this area by giving outside examiners from many graduate institutions a very positive impression of the Bates education. Many of these outside examiners felt that undergraduate theses to be of the same caliber as a Master's thesis in their home institutions.

So as talk continues of dropping the thesis requirement at Bates, most indicators point to a continuation of the present academic policy on the matter. With such strong backers as Dean Straub who, "fervently hopes that the thesis will be kept intact at Bates," the disdain of many seniors may go on unanswered. In commenting on some senior criticism of the system Dean Straub remarked, "Many seniors complain about them as their time approaches but afterwards feel that they gained something from it."

AFTER COLLEGE? OR A LIBERAL ARTS DEGREE?

Switzerland in March. He plans to study in L'abri at a school devoted to investigating the relevance of Christianity in modern society. If his Swiss Francs hold out he hopes to travel around Europe (in my opinion, somewhat like Mitchner's Drifters). After his travels through Europe, he plans to attend Gordan Conwell Seminary School in Boston where he has deferred his admission. He would be studying to get a master of divinity, a degree which Marcus explains can be used for many different jobs. Some of the examples that he gave were working in a parish, teaching at a University, social work or missionary work.

not feel that Bates is the whole bag of marbles. There are many different types of people and life styles, and we should get out and experience as many as possible. Marcus does feel that a liberal arts education was worthwhile. At one point in the interview, he said that his years at Bates were four of the best that he has had. He felt that the understanding of

people was the most beneficial factor of his four-year learning experience. He did not mention any specific classes which he found particularly useful at the present time, but his point that Bates had taught him a way of thinking was an interesting notion. All in all, it could be said that the value of a liberal arts education is determined by an individual's personal values.

Marcus' religion major was the first subject that we discussed. "What did you plan to do with your degree after you got out last year?", was my first question. He replied that he looked into admissions at Middlebury, considered working on an Israeli Kibbutz, or leaving for South America as a missionary. The jobs that he was looking at were for one year, not a lifetime career. But as fate would have it, Lane Hall was not ready to let Mr. Bruce depart for the sordid halls of Middlebury, the orange groves of the Middle East or the golden hills of Columbia. The admissions office had made him an offer he couldn't refuse.

SATISFACTION SURVEY

By Paula Flagg

Are we receiving a quality education at Bates? Or, more importantly, do the students feel satisfied with the college's academic structure? I surveyed a group of students in order to learn how they felt about the academic side of their college. Not surprisingly, many students forgot that my survey was on the social life—I was asked repeatedly where we were hiding it.

But some students answered my education-satisfaction survey appropriately. To begin, I asked students why they liked or disliked Bates as an educational institution. Among the "I like it" or "I hate it" responses, most students like Bates for its small classes, its low student-teacher ratio, and its high academic standards. Conversely, students said they disliked the excessive grade pressure, the too-small faculty, and the limited course offerings.

However, when asked whether they were satisfied with the course offerings, most students (two out of three) said yes. The ones who complained about a limited course selection qualified their complaint by saying that it was expected at a small college. But why should a small student enrollment mean small departments and, hence, small course offerings?

Going on with the course offerings, I asked whether there were any courses they think should be offered that aren't. Besides the request for more specialized courses for the non-major, students suggested courses in the following areas: journalism, classical languages, modern communism and socialism, library research, and remedial reading. On a higher level, some suggested that departments—sociology, art, economics, theater and speech—should be expanded. They pointed out that course offerings can't be improved unless the faculty is enlarged.

Turning away from courses, I asked students what they expected from a Bates education. Almost everyone replied that their undergraduate studies are simply a stepping stone toward graduate, law, or med schools. No one expected a decent job with only a B.S. or B.A. degree.

I ended the survey by asking what changes, if any, would you make in the academic structure of the school (again, I received a deluge of suggestions on how to revive Bates' dead social life). The most frequent response was for an increase in faculty size—a larger staff would entail smaller classes and larger course selec-

continued on Page 8

We went from discussing Marcus' plans to his reflections on his "College Days." If there was one thing that he emphasized, it was that the school's resources should be exploited to the fullest. He mentioned the sailing club, the art museum, the inexpensive skiing lessons, all right on campus. He also pointed out the great opportunities which exist off campus, such as the

Junior Year abroad, Washington semester, Mystic Port Biology semester and all the off-campus short terms. Marcus said that he was sorry that sports had interfered with some of these programs. He said that he regretted that he had not taken off a year and gone JYA.

His last bits of advice to the current Bobcats is that we should

What's Happening

FILMS

Oct. 21 - **Murder On The Orient Express.** Sponsored by Bates Film Board. 7 p.m. in the Filene Room.
Oct. 21 - **Rosemary's Baby.** 7 and 9:30 p.m. in the Kresge Auditorium at Bowdoin College.
Oct. 22 - **Parents' Weekend Film Festival.** 1 to 11 p.m. in the Filene Room. Check the Parents' Weekend brochure for details.
Oct. 26 - **All The King's Men.** - 12:30 p.m. at the Oak Grove-Coburn School in Vassalboro on Rt. 201.

THEATRE & DANCE

Oct. 21 - **An Evening With Marshall Dodge,** a Downeast humorist. Sponsored by LPL Plus APL. 7:30 p.m. at the Central School Auditorium on Academy St. in Auburn. Admission: Student—\$1.00; General—\$2.00.
Oct. 21 - **"Clarence Darrow,"** presented by the Acadia Repertory Theatre. 8 p.m. at Union and Maine Sts. in Bangor. Also showing on Oct. 22.
Oct. 21 - **"A Day In The Life Of Joe Egg,"** presented by the Theatre University of Maine at

Farmington. 7:30 p.m. in the Alumni Theatre. Also showing Oct. 22.
Oct. 21 - **"The Taming Of The Shrew,"** presented by the Maine Masque Theatre at 2:30 and 8:00 p.m. in Hauck Auditorium at the University of Maine at Orono. Also showing on Oct. 22 at 8 p.m. only.
Oct. 21 - **Argyle Highlanders.** 7:30 p.m. in the Alumni Gymnasium.
Oct. 22 - **Bates' Modern Dance Company.** 8:30 p.m. in Schaeffer.
Oct. 22 - **"Petticoat Pirate"**

luncheon/theatre. Presented by the Children's Theatre of Maine at UMPG at noon in the Luther Bonney Auditorium.
Oct. 23 - **Sukanya.** Sponsored by LPL Plus APL. 2:00 p.m. in Schaeffer. Admission: Student—\$1.00; General—\$2.00.
Oct. 26 - **"Prisoner Of Second Avenue,"** presented by the Acadia Repertory Theatre. 8 p.m. at Union and Maine Sts. in Bangor. Also showing through Oct. 29.
Oct. 26 - **Celebration Mime Theatre.** 8 p.m. at Schaeffer.
Oct. 27 - **"Star Spangled Girl"**

dinner/theatre. 7 p.m. at Ricker College in Houlton in College Commons. Also showing Oct. 28.

MUSIC

Oct. 21 - **Haydn Festival Orchestra.** 8 p.m. at the Hammond St. Congregational Church in Bangor.
Oct. 22 - **New Black Eagle Jazz Band.** 8 p.m. in the Sargent Gymnasium at Hebron Academy.
Oct. 25 - **Tel Aviv University Chamber Orchestra.** 8:15 p.m. in the Hauck Auditorium at U. of Maine Orono.

A representative of the South African consulate in New York will be visiting with students on Monday. If interested, see a government club officer.



Neil Penney

DJ for the week

The WRJR DJ of the week is Neil Penney. Neil grew up in Southern Connecticut. His major musical influences at the time were the Beatles, the Kinks and Roy Orbison. He struggled in vain to reproduce their sounds on his old Kay electric guitar (they don't make them anymore).

Now Neil is at Bates doing radio shows. He is on from 9-12 Wednesdays. To quote him, he likes, "incestuous music" and "English faggot rock." His favorite groups are **Genesis, Yes, The Who, and Gentle Giant.** He generally plays the same things every week, but is worth listening to at least once. Neil has also

brought some innovations to the airwaves, the highlight being last week's live rendition of "In The Still Of The Night" by several friends.

Neil is News Director, and he slaves away under a merciless General Manager. He is still looking for people to do the news, so if you would like to read the news or do editorials on the air, contact Neil at Box 675.

An English major, Neil would like to drive a cab in New York City after he graduates, listening to WRJR on the radio. If you would like to meet Neil, just look for the jeans with the ripped knees. Neil is probably in them.

Looking for a different kind of church service to take your parents to this Sunday? Two Bates students, Bob Rosane and Pete Moore, will be taking charge of the service at the First Universalist Church of Auburn on Sunday, October 23, at 10:00 a.m. The church is located on the corner of Elm and Pleasant Streets in Auburn.

The organizers of the service promise that an intellectually stimulating experience will be had by all that enter the sanctuary with an open mind. Cameo appearances will be given by Plato, William Shakespeare, Henry David Thoreau, Thomas Jefferson, and Friedrich Nietzsche.

Gentle Giant - The Missing Piece

By Neil Penney

Gentle Giant was a group that seemed to be on the verge of breaking into the consciousness of Americans looking for a new trend in popular music. They formed their band about seven years ago in England and began to explore new horizons, mixing rock music with Medieval melodies and expressing their staggering talent in concerts, where each of the five musicians played several instruments, ranging from the traditional electric guitar/bass arrangement to recorders and xylophones. The success that they have strived for has been achieved in Europe and England, but in American they remain a group with only a fanatically devoted cult following.

Missing Piece, their tenth album, follows their first live album, **Playing the Fool**, a monumental double album that did not attract the attention it deserved. Searching for new outlets for their abilities, Gentle Giant manages to both please and annoy on their new album. Its first side is dominated by the second track, "I'm Turning Around," easily the best new rocker to appear this year. Unfortunately, the rest of that opening side is disappointing. "Two Weeks in Spain" is vintage Gentle Giant in its contrasting guitar and keyboard rhythms, but the inane lyrics, plodding drumming and uninspired singing greatly disappoint the listener. Guitarist Gary Green is

especially lacking on this album, content to play riffs that are becoming commonplace. Lead vocalist Derek Shulman is still impressive with his great range and eloquence. Unfortunately, the background vocals that are usually a staple of good Gentle Giant are used only sparingly on this side.

The second side is Gentle Giant again at the height of its imaginative powers. Several of the songs point back to the very early Giant (seen on such great albums as **Octopus** and **Three Friends**). Since the departure of Phillip Shulman, brother of Derek and bassist Raymond, Gentle Giant has become more mainstream in their tunes, producing rocky albums like **The Power and the Glory** and **Free Hand**. The second side harkens back to the tricky rhythms, plaintive lead vocals and eerie harmonies of early Giant. With some of the lead tracks done by Raymond Shulman (such as the opener "As Old as You're Young"), the second side is tremendous. Harpsichords dance, recorders pray, and violins carry us to a higher plateau of enjoyment. Contrapuntal harmonies return to Giant here, as well as a light touch of musicianship that can only be described as witty.

Overall, the album is a tremendous shot in the arm to a year that has seen several disappointing albums by major groups (see previous reviews). If you take hot wax and pour it into the grooves

of the last three songs on the first side, you are left with a great album. With songs like "Memories of Old Days," which features an introduction of great subtlety using two acoustic guitars, synthesizer and percussion, and "For Nobody," a classic Giant song dominated by a four-part harmony section, backed by drummer John Weathers, Gentle

Giant appears at the forefront of English progressive rock music. "For Nobody" descends into an a cappella hymn, with phasing provided by the engineers to give it a modern touch that brings praise to man's technology. Finally, who can dislike a group that features a drummer who runs around in an Oakland A's uniform on stage. That's class.

Argyle Highlanders

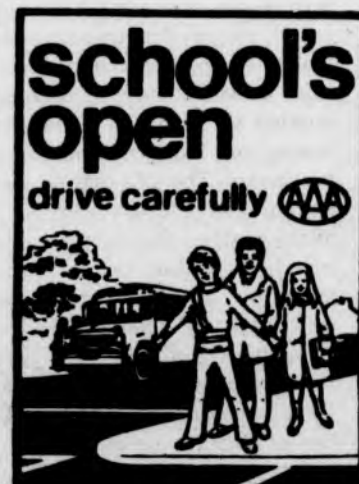
By Alan Cook

The Argyle Highlanders are a group of pipers, drummers, and dancers who have the common goal of presenting and perpetuating the time-honored music and dance of Scotland. The pipers and drummers, outfitted in authentic highland dress, present a variety of tunes, some of which are centuries old. The highland dancers, maintaining the demanding accuracy of highland dance, have delighted audiences wherever the Argyle Highlanders have performed. The Scottish country dancers perform the dances of the aristocracy and common people of Scotland from over the years, adding a great deal of color to the performance.

Ned Smith, organizer of the Argyle Highlanders and also musical director and pipe major, studied piping under world champion Seamus MacNeill at the Gaelic College of Celtic Folk Arts, Cape Breton, Nova Scotia, as did

several of the other pipers in this group. Several of the members also studied highland dancing under James L MacKenzie, a many-time world champion.

A procession through the quad will take place before the performance. The performance itself, sponsored by the Bates Arts Society, will be at 7:30 p.m., Oct. 21, in the Alumni Gym. Admission is free.



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John Jenkins ('75, right) giving Karate demonstration in the Alumni gymnasium on October 12

Intramural Sports

By Nina Saliba

If one does not want to participate in a competitive intercollegiate sport, the Bates intramural program provides the individual with a wide variety of recreational activities to choose from. Each fall, winter, and spring term, different activities are provided, including some which are co-ed. This fall, the activities offered were football, soccer, and softball for men, and flag football and soccer for women. The sports are divided into leagues, divisions, and teams. Various teams play against each other, however there is no competition for awards.

The intramural program this year is directed by Pat Smith, who also coaches the Bates tennis team. Most of the organization of the program, however, is done by the student assistant Steve Brisk. Also there exists two separate intramural councils, one for the men and another for the women.

However, even with all these people behind it, the program can only be made successful if interest is shown by the student community. Coach Smith feels that the program is not going as well as it could because of lack of student interest. Sports representatives are elected to inform people in the various dorms what activities are offered and to organize teams, but people are still failing to sign up. Ms. Smith

feels this is due to lack of direct communication. As she says, although the sign-ups are there for the student, he or she is not made familiar with the various activities. Ms. Smith feels the Bates Newsletter would be a good means for this communication.

There are still a few internal difficulties present in the program. The major ones concern the facilities and the playing field and indoor space. Also the director

By Mark Reinhalter

The Bates soccer team played a pair of good games last week but failed to win, tying Bowdoin 1-1 and losing to Williams 4-3. Both contests went into overtime and left the booters with a season record of 2-4-1.

Last Wednesday Bowdoin visited Garcelon Field for a CBB confrontation. Before a good crowd, the Bobcats drew first blood halfway through the first period. Shippen Bright controlled a loose ball following a corner kick and found Mike Lugli at the far post who deflected the ball into the net. Play remained in Bates' favor for the rest of the half as the Bobcats played perhaps their finest soccer of the year. A second goal scored by Dan Hart on a direct kick was disallowed by an offside call.

The second half was a different story as Bowdoin applied most of the pressure. With two minutes left in the regulation, Bowdoin's All-American, Ed Quinlan, found

the range and evened the score. Bates then outplayed the Polar Bears in the overtime and had several scoring chances but could not tally.

Good performances were turned in by freshman fullback John Matarazzo, forward Jeff Conrad, and halfbacks Mark Reinhalter, Mark Drummey, Lars Llorente, and David Underwood.

Friday the Bobcats traveled to Williamstown, Mass. to meet Williams who had lost each of their first four games by a goal. Game conditions were less than ideal as rain, wind, and low temperatures hampered play. Only a few minutes into the game, the Bobcats scored when Billy Bradford hit a bouncing shot from fifteen yards out. The score remained 1-0 through the first half as Jim Hill played sensationally to hold a pressing Williams team at bay. Williams evened the score midway through the second half as Perry Nelson broke through the Bates defense. Williams tallied again with ten

minutes left in the game but the Bobcats gamely came back on a goal by Mike Lugli. With seconds left on the clock, Bates had a chance to put the game away, but Bradford hit a hard shot over the crossbar from in close.

The scoring was far from over in this game and Bates assumed a 3-2 lead in the first overtime when Mike Lugli scored from an almost impossible angle. Lugli has accumulated seven goals in seven games including a pair of two-goal games. However, his heroics were overshadowed when Williams re-tied the gam and then went ahead on two great shots from outside the penalty area.

The next game is Parent's Weekend, Saturday morning against Clark.

Editor's Note: The Bates Varsity Soccer team would like to extend its sincerest thanks to all of those present at the Bowdoin game on Oct. 12. The team hopes that the fans will continue their fine support.

WOMEN'S FIELD HOCKEY

By Evelyn Saliba

Unfortunately, the women's hockey team had their last two games with Tufts and UPI canceled because of bad weather. Thus, they were only given one chance to prove that they could continue their fine play. They displayed their talent last Wednesday, October 12, against UMO at UMO. It was a tense, very close

game, seeing that Bates only squeezed by with a one goal advantage. The final score was Bates 3, UMO 2.

Bates once again had a distinct advantage during the first period. Renata Cosby and Kappy Djerf were responsible for the lead, and they were assisted by Betsy Williams and Sue Doliner. UMO found it impossible to score against the Bates defensive line during this period, but were the first to put in a goal during the second half.

Bates then came back and Allyson Anderson scored another goal and was assisted by Kappy Djerf. UMO fought hard, but they were only able to put one more point on the board. The team's next scheduled home game is on Tuesday, October 18, against Plymouth State. All who would like to watch Bates win are welcome.

Bates Women on the Run

The Bates Women's Cross Country Club continued its season with a fine performance at the NESCAC meet at Amherst on Saturday, October 15. Bates held its own among Middlebury, Tufts, Amherst, Bowdoin, Colby, Trinity, and Wesleyan on a three mile course which was partly underwater. Despite a gray day and muddy course, good spirit prevailed. Nancy Ingersoll was the first Bates finisher, taking fourth place in 18:00. First and second places went to Middlebury runners, while Tufts took the third place. Freshman Janet MacColl from Bates finished eighth in 18:45. Kathy Leonard took the twelfth place for Bates in 19:08,

with Sue Collins not far behind in the fifteenth place in 19:24. Patti Lane had a personal best, running the course in 20:28, taking 26th. Kathy Dooce and Sue Caron also represented Bates in the event.

Several Bates women runners attended the Bonne Bell Mini-Marathon in Boston on October 10. Nancy Ingersoll, Janet MacColl, and Sue Caron were among 23,000 women who raced in this 6.2 mile event! Outstanding finishers were Nancy Ingersoll, who finished 17th and Janet MacColl, who finished 28th.

Come and see Bates Women "on the run" on Wednesday, October 26, at the Bates Invitational meet!



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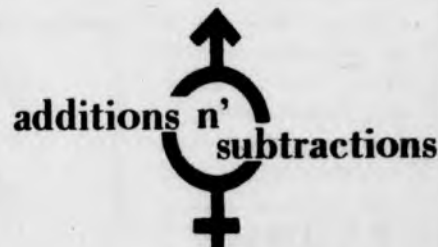
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Volleyball record drops

The Bates volleyball team traveled to Norton, Mass. to compete in a "quad-squad" meet against Bridgewater, Wheaton and Mt. Holyoke this past weekend. Coming out of the meet, their overall record dropped to 7-9.

The first match of the day proved to be the toughest for the team as they lost to Bridgewater 15-7, 15-6. Lack of coverage against Bridgewater's strong offense was the major cause of Bates' defeat. The team went on to play Wheaton next. The first game was in favor of Bates 15-9, but they lost the following two games with the close scores of 14-16, 14-16, therefore dropping the match. Coach Crosby felt that the team's best match was their last, against Mt. Holyoke. After losing the first game 10-15, they made a strong comeback by soundly defeating their opponents 15-3. A third game was played to decide the match. Playing well on the court as a team, Bates finally succumbed 13-15.

Sue MacDougall had the most spikes while Alice Winn and Laura McGrath had an all-around good day.

Survey

continued from 5

This suggestion of a larger staff prompts the question of whether a student can receive a complete education from a small department. According to Professor Fetter you can't. And a small college doesn't have to mean small departments; a student shouldn't have to attend a large university in order to find diversity.

An expanded staff doesn't have

to be costly or extreme--each department should have a staff of at least four or five. With a larger staff, students would be exposed to varied view points, larger course offerings, and smaller, more personalized classes. The most popular departments shouldn't necessarily have the most resources--each student is entitled to a complete education in whichever field he chooses to concentrate.

Critique

continued from 5

prospect of finding and holding meaningful employment."

Ellin perhaps states his main concern when he writes, "New degree-holders are entitled to enter upon their careers armed with expectations based on fact, rather than fantasies promulgated by teachers who have been too long in academia - insulated from the rigors of a world without tenure." I think that no significant change will occur if students do not demand it. The students presently attending Bates, products of the Baby Boom, will graduate at a time in which the college-level job seekers will be in greater numbers than at any other time in the history of the United States. If we are experiencing the "calm before the storm," the storm must begin soon. When it does begin, it must

be forceful, but at all times keep an end goal in mind - employment.

*Note: Professor Ellin has earned his PhD. and is currently a staff member of New Enterprise Institute, center for research and advanced study. He is also a member of the University of Maine faculty. As a result of Professor Ellin's essay, the University of Maine has instituted many of his suggested changes as well as adding a course in entrepreneurship to the curriculum. This course is currently taught by Professor Ellin.

X - Country

dominates conference

By Paul Oparowski

For the third year in a row and in as many years as the meet has been run, the Bates College cross-country team easily dominated the New England Small College Athletic Conference Cross-Country Championships. The race is set up in accordance to the conference's bizarre rules of competition. No team score is kept and the atmosphere of a "fun run" or no pressure competition pervades the event. Therefore, it is not considered a very serious race. Still, running as they would, in either a workout or a serious race, the Bates Pack compiled a superior low score as they took places one, three, four, seven, eight, twelve and twenty-seven.

The race was held on a very wet and confusing Amherst College X-C course. Right from the gun, Bates had a clear advantage having their top five running in the lead group. As the course passed through the woods and on the mile mark, Captain Paul Oparowski took the lead and started to pull away from the field. But about a mile from the finish calamity struck as Oparowski missed a turn on the course and lost all of his 100-yard lead. At this point in the race Tom Leonard, Bowdoin's Bruce Freme and Sophomore Greg Peters were in control of the outcome. Peters apologetically burst into the lead and held off Freme, despite some rather unusual interference on the part of the Bowdoin coach, and won in a course record time.



Greg Peters placing 2nd at W.P.I. meet 12 days ago

He was followed by Leonard in third, Oparowski in fourth, Cloutier in seventh and Rooney in eighth.

Coach Walt Slovenski was quite pleased with the outcome of the race, despite its shortcomings. Overall, it showed the team's talent and championship potential. Bates has been rated fourth

in the most recent New England poll, behind such power house teams as Providence, UMass, and Northeastern. The squad is looking forward to the upcoming championships and a chance at bringing home to Bates a possible national title. The next meet on the X-C schedule is the State Meet, which will be held at Colby this weekend.

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